

Navigating Teachers' and Tourism students' Preferred Intelligence Types in English for Tourism Purposes

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Abstract

This study sought to navigate multiple intelligence (MI) theory in the First Friend Series with the tourism English courses. To comply with the objective, 15 teachers were asked to uncover their perceptions of MI theory and its application in their classes. The secondary aim of this study was to probe tourism learners' preferred intelligence types concerning different kinds of intelligence provided in the textbooks. To do this, 42 tourism students were asked to fill out the MI inventory developed by Christison (1996). The findings indicated that the textbook series dominantly represented verbal/linguistic and special/visual linguistic intelligence types. In addition, the most preferred intelligence types were interpersonal, logical-mathematical, musical, and special-visual, respectively. However, the least intelligence types were naturalistic and bodily-kinesthetic. The findings revealed that female learners displayed higher mean rank in answering the MI inventory, but the difference between the male and female learners in their MI type was not significant. Categorizing data obtained from teachers' interviews (N= 15) showed that MI brings positive outcomes related to teaching practices and the learners' learning. Teachers reported positive attitudes towards considering MI theory in teaching and applying it in their classes. The findings have implications for the tourism students, English for specific courses, and language policy makers.

Keywords: Intelligence, Multiple Intelligence (MI) Theory, Students of Tourism, Textbooks

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1. Introduction

Among the various vocational areas that make the world of English for Specific Purposes (ESP), English for tourism is one of the most significant issues due to the fact that all the individuals are tourists on different occasions. For instance, such a program might focus on the development of English skills in learners who are preparing for graduate work in business administration; or it might enhance the development of English skills in learners who are studying English to become tourist guides. In fact, English for Tourism Purpose (ETP) is compulsory for its learners since it helps be equipped with the particular domains of language knowledge and skills. As a result, learning the specific skills in English helps apply them appropriately in the specific professions. Because of this, a particular language in need of the specified context has a major role as a requirement to apply a successful language (Shieh, 2012).

On the other hand, the MI theory deals with learners' individuality and their capabilities. It is emphasized that the various learning styles and potentials of language learning. It hypothesizes that all humans have unique and different intelligences, with their own strengths and weaknesses. Gardner's (1983) MI theory has received attention from the contemporary educators and researchers. Gardner (1983) defined intelligence as a composite of different abilities or aptitudes. Christison (1996) argued that teachers and instructors can address the great diversity in learners by applying MI theory and developing learners' intelligences and creating an individualized learning environment. Snider (2001) stated that MI theory that is related to materials has the potentiality to enhance foreign language instruction due to the fact that they affect learners' innate abilities.

According to Chen, Moran, and Gardner (2009), MI theory can be a very helpful "vehicle for broadening the remit of education: to include subjects that address the several intelligences and ways of thinking, as well as teaching methods that speak to individual differences, and assessments that go beyond standard, short-answer language-and-logic instruments" (p.14). Winarti, Yuanita, and Nur's study indicated that the implementation of MI-based learning strategies in schools not only improves learning outcomes but also students' interest, motivation,

and emotional intelligence. Students' retention increases as the improvement of their self-esteem.

As Armstrong (2000) stated, MI theory is a dynamic construct that understands intelligences as tools that are changeable and trainable: "while traditional intelligence tests are based on the notion that the general faculty of intelligence is an inborn attribute that does not change over the time, the MI theory asserts that there are skills universal to human species, related to the culture nurturing that domain and that develop according to experience, age and training" (p.11).

Some teaching textbooks are found to be misaligned with MI theory and learners' intelligence profiles (Abbasian & Khanjavi, 2012; Ibragimova, 2011; Taase, 2014), as they are more usually built around the traditional intelligences: the verbal-linguistic, and the logical-mathematical intelligences.

A study on enhancing math skills in education by Ellis, Huemann, and Stolarik (2007) found that when learners were given a choice of assignments and when they were allowed to use different intelligences, learners were more engaged in the activities. This study separated the use of differentiation in which the three-tiered approach was used from designing lessons where the learners could use one or more of Gardner's multiple intelligences. Also, Ghamrawi (2019) suggested that multiple intelligence theory need to be applied in classrooms through various ways such as implementing brain-based learning strategy, study group method, video games, and modules.

In another study by Fenner, Mansour, and Sydor, (2010), the idea of having learners progress at their own academic ability was addressed. The study examined sixth, seventh, and eighth-grade learners in a family and consumer science classroom. While the study heavily focused on learner motivation, time was given to the idea of making sure each learner was correctly challenged. In conclusion, differentiated assignments let learners grow according to their ability level. This implied that through differentiation learners were challenged appropriately for their level. Moreover, Palmberg (2001) reported a textbook evaluation study conducted in Finland. The findings revealed that the textbook intelligence profile reflects the

writer's personal profile and teachers' learning styles as well as teachers' own preferences.

In addition, Kouro and Al-Hebaishi (2014) investigated the relationship between MIs' relationship with self-efficacy and academic achievement of female learners and highlighted that English foreign language teachers should respond to the different potentials of their learners considering both their strong and weak ones.

Regarding tourism, much attention has been given to teaching English for tourism due to using English as a lingua franca in international tourism. Some researches on tourism have dealt with subjects such as the effectiveness of courses and interventions in developing tourism students' language competence (Fuentes, 2004; Haggag, 2008; Lo & Sheu, 2008; Luka, 2009). Furthermore, there are some other researches probing the language needs of students (Afzali & Fakharzadeh, 2009; Choi, 2010, Al-Khatib, 2005; Martin & Davies, 2006; Tipmontree, 2007). People who are required to use English for tourism purposes need to improve their communicative abilities, language fluency, and accuracy. They have the opportunity to apply and utilize the target language in their activities. Cravotta (1990) stated that mastering English for ETP provides them with the required linguistic tools to work in the various chosen professions. Similarly, Vaziri and Barjesteh (2019) suggest that ESP teachers and syllabus designers should realize their role as a supplier to the development of ESP courses by exposing students into various strategies with the aim to be more independent

Paying attention to the individualism which each learner brings to the classroom and helping each learner grow in his own unique way is the very basis of Gardner's multiple intelligence theory. Considering the valuable role of L2 learners' MI profile in language learning and the importance of MI-based instruction and text books, the present study has focused on course book evaluation according to MI. The textbook is a significant element of English language teaching. Numerous copies are sold yearly and lots of projects have been made in many countries.

It is important for language teachers to pay attention to the factors which reduce them to facilitate the learning process. Most of the

teachers are eager that their learners acquire not only specific information about the book but also come up to appreciate power to speak English out of the classroom. There is lots of literature showing the effects of MI. Modifying learning and teaching methods to address MI may well enhance both learners' achievement in learning English and learners' MI. Hence they show positive attitudes to learning English.

Researchers should examine this issue since the origination of concept is in understanding theories on intelligence. Significance of the study lies in its contribution to the field of English concerned with how MI-based instruction affects learner's achievement. Accordingly, this study is important in two reasons:

- a) The current study is important for researchers due to the fact that no one investigated the representation of MI in *First Friend Books Series*.
- b) This research seeks to explore the representation of MI theory in popular ELT course books in Iran.

The results of this study are useful for learners, teachers, domestic curriculum developers, material developers, and text books designers. Also, the findings may lead to the improvement of the domestically designed and published EFL textbooks.

Consideration of textbooks in the light of MI theory is useful because textbooks are the main and the most applicable source of teachers in classrooms to transfer the curriculum objectives. In addition, learners with different learning styles and personality types possess a variety of intelligences and it is necessary for textbooks to provide as many intelligence types as possible to meet the learners' needs. To investigate this issue, the present study examined the learners' MI profiles in one particular EFL context that is *First Friend* course books. It enables teachers to organize a variety of contexts that offer learners various ways to engage meaning and strengthen memory pathways. It is a teacher-friendly tool for lesson planning that can enhance the attractiveness of language learning tasks and, as a result create favorable motivational conditions in the classroom.

Based on the main goals of the present study, this study sought to find the answers of the following questions:

RQ1. What type/s of intelligences is/are dominantly employed in *First Friend's* textbooks?

RQ2. What are the most and the least preferred types of MI by EFL learners?

RQ3. Is there any significant differences between male and female EFL learners' multiple intelligences?

RQ4. What are the teachers' perceptions of MI theory and its application in their classes?

2. Method

2.1. Participants

Two groups of participants comprised the subject pool of the study. The first group of participants included 42 tourism learners who took part in the study to fill out the MI inventory. The participants were tourism learners studying grade three at a private English language institute in Amol, Mazandaran. Their ages ranged from 23 to 35 and their mother tongue was Persian. The participants were chosen on the basis of purposive sampling method. The second group consisted of 15 English language teachers holding B.A. (N=2) and M.A. (N=13) degree in TEFL. They volunteered to take part in the study. The teachers were interviewed to identify their perceptions about the text books and the learner's MI profile. They all had experience in teaching tourism and hoteling courses in English as a specific purpose.

2.2. Material

The First Friend Series was the major the material of this study. First Friends Series are English textbooks designed for learners at elementary levels. First Friends Series is a fun course that develops vocabulary, practices phonics, and teaches family values.

Lannuzzi (2006), the author of the books, believes they have the books make children's first years of learning English motivating and fun. The objective behind choosing this series was what follows: First, they were wildly used in foreign language institutes in Iran for teaching in recent years. Different course books were available in Iran markets, but a lot of attention was being paid to *First Friend Series* lately according to book sellers' report. Second, the book is published

by the well-known publisher; Oxford University Press that has gotten world-wide attention and is extensively used in different countries among the continents. Finally, teachers' edition, activity book, and number book were in access which can indicate the types of the methodology and teaching procedures. In the present study, grade 1, 2, and 3 were studied and the MI theory in these books was investigated.

2.3. Instrumentation

The following instruments were employed to comply with the objective of the present study.

2.3.1. MI Checklist for Teachers

MI checklist is comprised of eight items developed by Botelho (2003) which defined eight intelligences and lists the activities, techniques, materials, and description related to each intelligence. The checklist had eight sections relating to each type of intelligence. The sections included Verbal or Linguistic, Logical or Mathematical, Spatial or Visual, Bodily or Kinesthetic, Musical, Interpersonal, Intrapersonal, and Naturalistic. This checklist analyzed the amount of each intelligence which used throughout different activities of the *First Friend Series*. The activities, exercises and the materials for each type of intelligence were numbered. After identifying the intelligence types of activity, the frequency of each intelligence type separately examined. (Appendix A)

2.3.2. MI Inventory for EFL Learners

Christison's (1996) MI Inventory for students of tourism was used to assess learners' intelligence profile. MI survey enabled teachers to identify their learners' multiple intelligence types in their classrooms. It had two sections. The first section was regarding the participants' personal information. And in the second section, the survey questionnaire comprised eight sections (eight intelligences). They were as follows: Linguistic Intelligence, Logical and Mathematical Intelligence, Spatial Intelligence, Bodily Kinesthetic Intelligence, Musical Intelligence, Interpersonal Intelligence, and Intrapersonal Intelligence. Each one included six statements based on three Likert-point scale. (Appendix B)

2.3.3. Teacher Interview

Teacher interviews were conducted to gather data regarding teachers' perceptions on MI theory and its application in their classes. This

interview consisted of two parts. The first part of the interview included background information about teachers and the second part consisted of seven questions about teachers' overall perceptions about MI theory and its application in their classes (Ibragimova, 2011).

The type of interview was semi-structured. The researcher was ready for any unplanned issues that might rise during the interviews and explained the interview in Persian where necessary. The interviews were recorded, too. (Appendix C)

3. Procedure

After obtaining permission from the director of an English language institute, the data collection procedure initiated. To comply with the objectives, *First Friend Series* (grade 1, 2, 3) were selected. 15 teachers at different levels were asked to fill out Botelho (2003) MI checklist. They were asked to fill out the 8 sections of the list of activities, techniques of each intelligences.

For the second and third research questions, the MI inventory by Christison (1996) was used to identify each learner's preferred intelligence types. The classes were held twice a week for one hour and a half for each session. 42 EFL learners randomly participated in grade 1, 2, and 3. MI Inventory was introduced for learners by the researcher and they were asked to complete the MI inventory comprised of eight sections related to eight types of intelligence and each section included six items on three Likert-point scales. Their gender was a variable in the study to compare their effect for the result of the third research question. The researcher attended the classroom and explained the questions in Persian if necessary.

After administering the MI inventory to the learners, a clustered column chart was used to display values across the category for the second question. A Wilcoxon signed rank test was conducted to answer the third research question. Next, a semi-structured interview (Ibragimova, 2011) was conducted in order to answer the fourth question. The questions consisted of two parts. The first part aimed to elicit background information about the teachers' age, years of teaching experience, mother tongue, degree and the field of study. The second part included seven questions aiming to identify teachers' overall perceptions about MI theory and its application in their

classes. Qualitative data obtained from teacher interviews were analyzed by categorizing all data under each item in the interview.

4. Results

To answer the first research question, 15 teachers were asked to fill out the questionnaire. After collecting the data, the average of teachers' frequency counted was calculated. Each type of intelligence is reported in detail as what follows:

The results of the analysis revealed that the textbook is CLT oriented and a few problem-solving, discussion and storytelling as well as journal keeping oriented were used in these series. As the frequency illustrated in the following figure, the largest part of the textbook associated with word play games (80), and listening to lectures (60). The interesting point about this series is that the book focused on memorizing as an important subsection in the verbal linguistic intelligence type. As a note of caution, the least amount in this intelligence type was assigned to riddles, worksheets, and journal keeping. This implies the textbook neglect writing and problem-solving activities. More detail of the components of visual-linguistic intelligence is presented in figure 1 below:

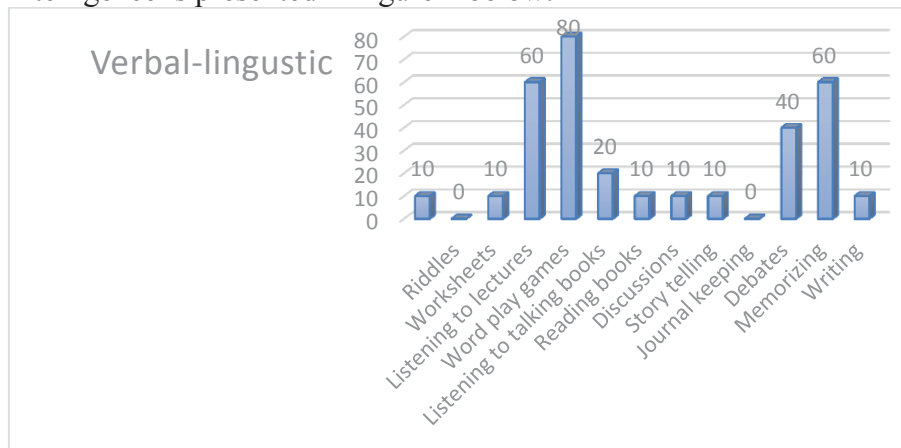


Figure 1. Components of the Visual-Linguistic Intelligence

The second intelligence type deals with the ability to use numbers effectively and reason well. More precisely, logical-mathematic deals with the ability to predict, understand basic properties of numbers and principles of cause and effect, and recognize abstract patterns, creating

codes. As indicates in the line chart below, the text book equally incorporated logic puzzle, logical presentation of subject matter, logical argument and problem solving. The textbook did not utilize science demonstration and story problem with number.

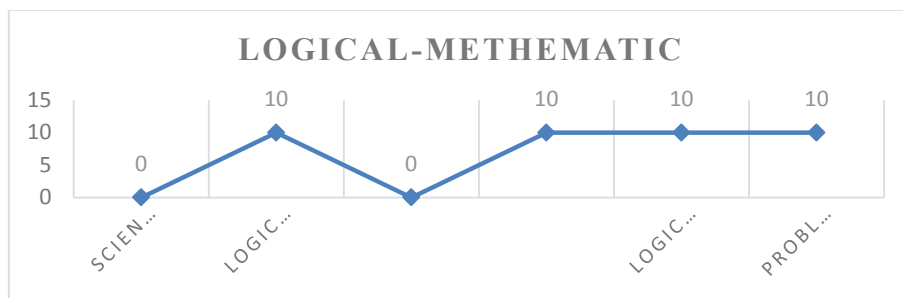


Figure 2. Components of the Logical-Mathematic Intelligence

The third intelligence type deals with spatial/visual intelligence. As the frequency displayed, the largest part of the textbook was associated with using charts and grids, (70) using arts (63), photos (59) and imaginative storytelling (59). Some categories such as graphs, tables, and maps were not covered in the lessons. Some factors such as illustrations, videos, slides and movies as well as using a graphic organizer were the least amount in the textbook.

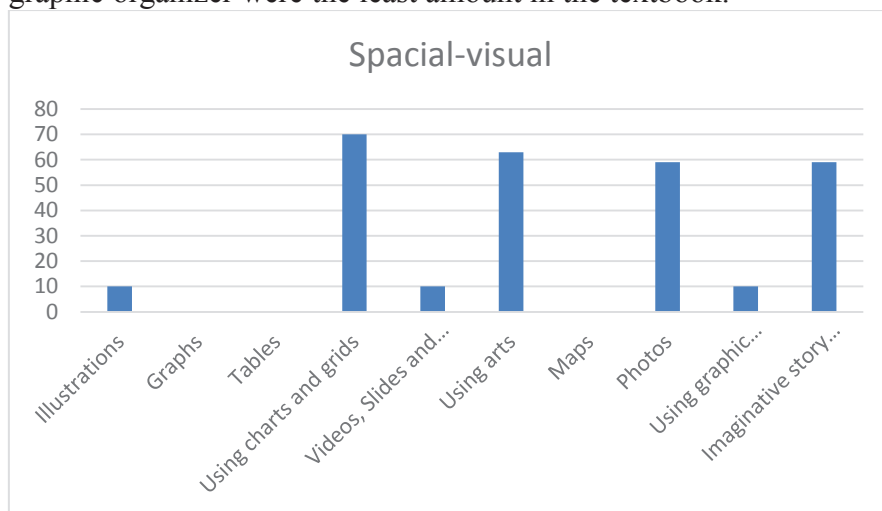


Figure 3. Components of the Spatial-Visual Intelligence

Figure 4 represents the ability to use the body to express ideas and feelings and to solve problems. As illustrated in the figure, role play was the kinesthetic activity used in the text book. The other activity type such as field trips, hands-on activities, cooking and other mess activities, and cooperative group rotation was the least activity type in the textbook. The following figure represents more detail as what discussed earlier.

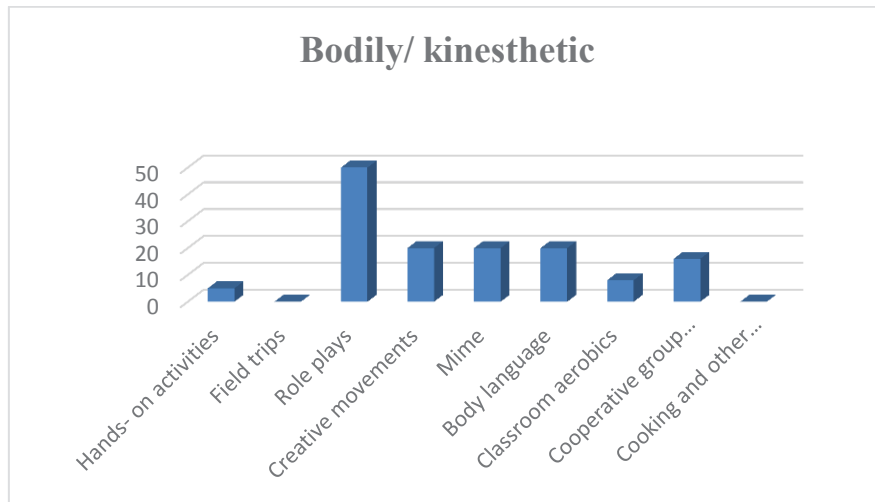


Figure 4. Components of the Bodily/Kinesthetic Intelligence Type

The content analysis of the textbook revealed that the most musical component utilized in the textbook was playing recorded music. The result is illustrated in the line graph below. As indicated in the graph below, the book did not use the live music and jazz chant. The former limitation may be due to the availability of the instrument and the latter may be due to cultural aspect. However, the text book incorporated singing, songs and music appreciation equally. This represents that the musical intelligence dominantly incorporated in the text book.

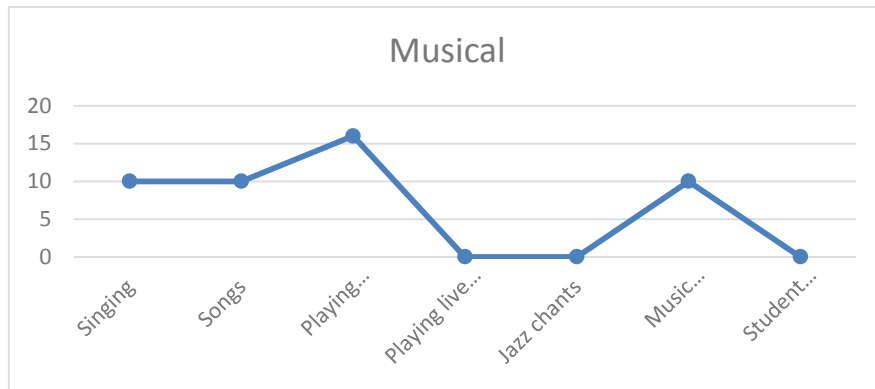


Figure 5. The component of musical intelligence

Figure 6 illustrates the ability to understand another person's moods, feeling, motivations, and intentions. This figure represents that textbook series dominantly used the skills responding effectively to other people, problem-solving, and resolving conflict. As the frequency displayed, the largest interpersonal part devoted to pair work (16), brainstorming (16) and work cooperatively (16) equally and the least interpersonal components devoted to project work, board game and peer teaching, respectively.

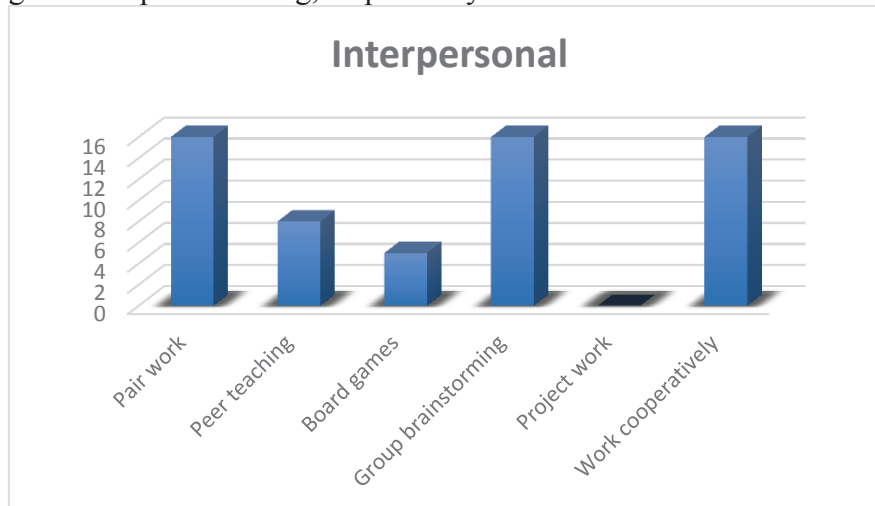


Figure 6. The components of interpersonal intelligence

As displayed in the figure above, the book neglected project work as a component of interpersonal activity. This may be due to the level of learners and the objective of the course book. In order to demonstrate intrapersonal intelligence, the same procedure was conducted. This type of intelligence was used to illustrate how someone is similar to or different from others, reminding to do something, knowing how to handle one's feelings, knowing about oneself as a language learner. As represented in the figure 7 below, home work was the most interpersonal intelligence type in the textbook.

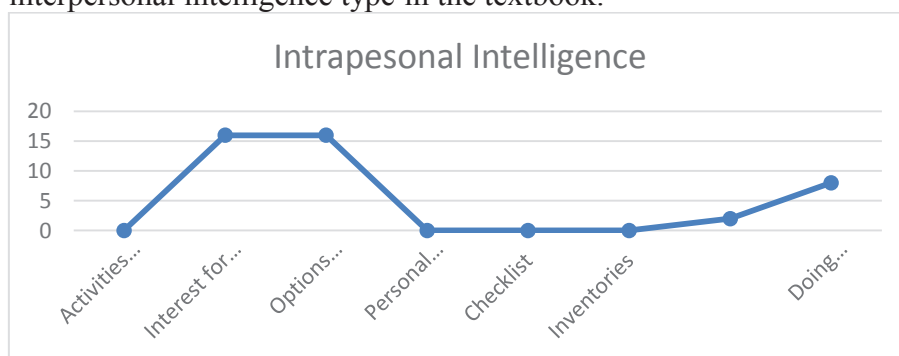


Figure 7. The component of intrapersonal intelligence

The above figure illustrates that personal journal keeping, checklist and inventories were the most neglected skill in the interpersonal intelligence. In addition, the content analysis of MI checklist by the teachers revealed the fact the ability to recognize and categorize plants, minerals, and animals including rocks, glass and all variety of flora and fauna were the most neglected intelligence type in the textbook. In a simple word, the text book did not utilize the naturalistic intelligence.

In line with the question of the research put forward in the method, the results concerning the first question indicated that the textbook series dominantly represented visual/linguistic (310) and special/visual (280) linguistic intelligence type. In line with the question of the research put forward in the method, the result concerning the second question the content analysis revealed that the book used the ability to employ words effectively both orally and in writing. Remembering information, convincing others to help and talk about language as the

most intelligence type and body/kinetics, interpersonal, musical, intrapersonal and logical-mathematic were the least frequent intelligence type, respectively. The following pie represents the most and least intelligence type in the textbook along with the proportion of the whole.

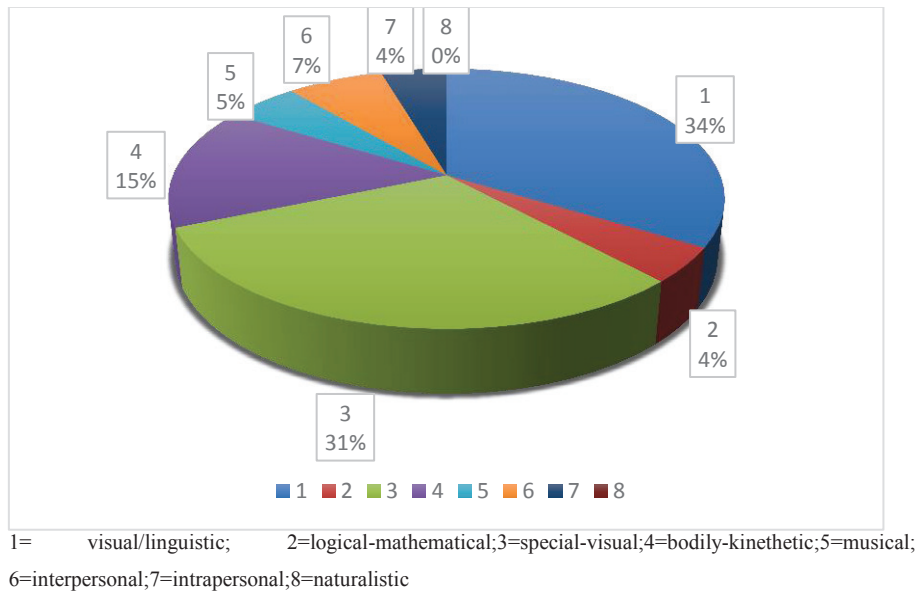


Figure 8. The Most and the Least Intelligence

In order to determine the second research question, a clustered column chart was used to compare values across the category. Figure 9 below compares male and female preference for the eight intelligence types.

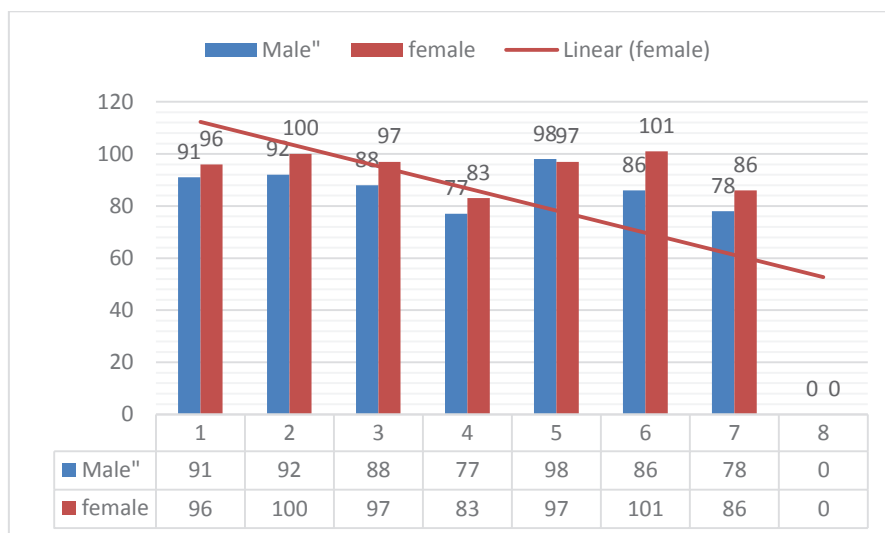


Figure 9. Comparative Clustered Column Chart for Male and Female Preferred Types of MI

As displayed in the comparative clustered column, the most preferred type of MI by EFL male learners was musical intelligence type. The figure represented that other intelligence was preferred by female learners. This preference of musical intelligence may be due to the cultural factor in the EFL context of Iran that is why it the most preferred type. As illustrated in Figure 9, the following intelligence as the most preferred type: interpersonal (101), logical-mathematical (100) and musical as well as special-visual intelligence as the most frequent intelligence type. As far as the least intelligence types are concerned, naturalistic and bodily-kinesthetic were the least common type. These results represent that female learners advocate interpersonal and bodily-kinesthetic more than male learners. In order to see if the differences between male and female learners in the intelligence type was different, a Wilcoxon signed rank test was conducted. To see the possible differences, the following descriptive statistics was run.

Table 1. Descriptive Statistics for Male and Female Learners

Gender	N	Mean	Std. Deviation	Minimum	Maximum
Male	42	14.95	2.12	11.00	18.00
Female	42	16.11	1.62	12.00	19.00

As displayed the Table 1, male learners had the mean of 14.59 with the standard deviation of 2.12 and the female learners had the mean of 16.11 with the standard deviation of 1.62. These results represented that female learners displayed higher mean in answering the MI questionnaire. To probe if the differences are significant, a nonparametric paired data of Wilcoxon signed rank test was conducted. Prior to applying the test, a Kolmogorov Smirnov test was run to see of the data are normal or not. The results confirmed that the nonparametric version should be applied. Table 2 presents the out of the nonparametric paired data.

Table 2. Mean Rank for Male and Female Learners

		N	Mean	Sum of Ranks
female – male	Negative Ranks	15 ^a	14.87	223.00
	Positive Ranks	26 ^b	24.54	638.00
	Ties	1 ^c		
	Total	42		
a. female < male,				
b. female > male				
c. female = male				

As indicated in the table 2, the mean for female learners is higher than the male learners. To see if it is significant, the following Wilcoxon signed test represents more detail.

Table 3. Wilcoxon signed-Rank test

N	15
Z	-2.71 ^a
Asymp. Sig. (2-tailed)	.00
a. Based on negative ranks.	
b. Wilcoxon Signed Ranks Test	

The results obtained through teacher interviews revealed that all teachers considered MI theory important in their teaching because of different reasons such as bringing variety into their classes and addressing individual differences had positive influence on the learners. Moreover, the majority of the teachers reported that they applied the theory in their classes through using pair and group work activities in order to address to learners' interpersonal and linguistic intelligence; role play activities to cater for kinesthetic, linguistic and interpersonal intelligences; visuals such as pictures, posters, cards, story scenes to address to spatial intelligence; matching, guessing,

putting words or pictures into categories activities to focus on logical-mathematical intelligence.

Related to the effects of applying MI theory, the teachers experienced positive outcomes. They thought that when they applied MI theory in their classes, their learners get motivated; they enjoy the task more and feel happy. Some teachers claimed that learners understood and remembered language points better when MI theory was applied in the classroom. They also claimed that MI-based activities kept learners active and involved in the class activities. According to their responses, they could reach more learners and relate to their intelligences by bringing variety to their lessons. As a result, they felt happy and satisfied and they could receive positive feedback and saw positive outcomes. Overall, teachers' responses showed that the MI theory has positive impacts on their learners' learning, motivation, success, as well as their teaching. As displayed the Table 4, the significance level is $p=0.00$ indicating that there is a significant difference between the median probability of male and female in their MI type. Thus, the null hypothesis stating that there is not any significant difference between male and female EF: learners' MI was statistically confirmed. It was interesting to find out that although most of the teachers have never given any MI test to their learners, they claimed that they know their learners' abilities by observing them during the class activities.

Finally, the interview results showed that half of the teachers think that their learners were not aware of their abilities or intelligences. The rest of the teachers reported not being sure or knowing whether their learners are aware of their intelligences or not. On the other hand, a lot of the teachers stated that they knew their own abilities, although they had never taken a test. Teachers reported positive attitudes towards considering MI theory in teaching and applying it in their classes. They also reported that applying MI theory in their classes brings positive outcomes related to teaching practices and the learners' learning. However, classroom observations showed the opposite results.

5. Discussion

The present study examined *First Friend Series* textbooks employed in an Iranian institute from the perspective of MI theory to determine

the types of intelligences in these books. It also wanted to investigate the most and the least preferred types of MI by EFL learners and understand the differences between male and female EFL learners' multiple intelligences. The researcher also investigated the teachers' perceptions of MI theory and its application in their classes.

The present study revealed that the textbook is CLT oriented and a few problem-solving, discussion and storytelling as well as journal keeping oriented were used in these series. Multiple intelligences provide the teachers and learners with eight ways of teaching and learning styles. So, the knowledge and application of multiple intelligences can help teachers in providing enough variety in activities and exercises to tap learners' different learning potentials.

In line with the previous study, Anning (1991) suggested that learners were unique in what they bring to the learning experience meaning that learners must be thought of different individuals with various learning style and intelligence profile to create an atmosphere which pays attention to learners with different learning preferences. In Larsen-Freeman's viewpoint (2000), one possible way was to classify various activities frequently used in the classroom according to multiple intelligences. MI theory asserts that each intelligence can be expressed and developed in a variety of ways. Gardner (1993) believed that humans possess a number of distinct intelligences that manifest themselves in different abilities and skills.

As indicated, the textbooks did not use the live music and jazz chant. The former limitation may be due to the availability of the instrument and the latter may be due to the cultural aspect. In line with the previous studies, musical intelligence was reported to be less dominant in Kahraman and Bulut Beduk's (2014) and Kouro and Al-Hebasishi's (2014) research. It represented that other intelligences were preferred by female learner. As illustrated, the following intelligences were considered as the most preferred type: interpersonal, logical-mathematical and musical as well as special-visual intelligence as the most frequent intelligence type. As far as the least intelligence types are concerned, naturalistic and bodily-kinesthetic were the least common type. This finding represented that female learners advocated interpersonal and bodily-kinesthetic more

than male learners. Another point was that naturalistic intelligence field was indicated as one of the least frequent intelligence domains by Chan (2004), Kahraman and Bulut Beduk (2014) and Kouro and Al-Hebasishi (2014).

The result of the third research question represented that female learners displayed higher mean in answering the MI questionnaire. To probe if the differences are significant, a nonparametric paired data of Wilcoxon signed rank test was conducted. It indicated that there is difference between the median probability of male and female in their MI type. The results obtained from this study showed that the female learners had higher frequencies but there was not a significant difference between them.

Being in line with previous research (Botelho, 2003; Kirkgoz, 2010) on multiple intelligences and textbooks, the results showed that verbal/linguistic and visual/spatial intelligences are the most dominant intelligences in the analyzed textbooks. Among other types logical mathematical, interpersonal and intrapersonal intelligences were found in much lower ratios but musical, bodily/kinesthetic and naturalistic intelligences were not used at all in the textbooks.

In all mentioned works and in the present work, logical-mathematical intelligence domain was determined as a dominant one whereas bodily-kinesthetic intelligence domain was a less dominant one. Also, spatial intelligence (Kouro & Al-Hebasishi, 2014) and verbal linguistic intelligence (Kahraman & Bulut Beduk, 2014) were found out as popular intelligence domains in the related studies as in the current research. On the other hand, while intrapersonal was pointed out as one of the unpopular intelligence fields of the study, the consequence was the reverse from what was obtained in Kahraman and Beduk's (2014) and Kouro and Al-Hebasishi's (2014) research. It could be concluded that those intelligence fields were determined as the main intelligence fields for the EFL learners in the Iranian Institutes.

6. Conclusion

It is thought that learners can be more successful through education based on MI theory. MI theory can be more effective in using the materials by themselves, speaking and discussing freely, learning by seeing and acting, and using their undiscovered intelligence fields. For

this reason, in our era where individual differences come into prominence, more importance should be attached to the MI theory that can support the learners' individuality. In so doing, it can make learning more pleasant.

According to Sheldon (1988), teachers heavily rely on the textbooks and sometimes they teach all pages of the textbooks. Because most of teachers cannot create their own materials, they have lack of time to create new materials and they are faced with external pressures that restrict them. On the other hand, textbooks are the link between teachers and learners to convey curriculum objectives and in the case of this study, since the textbooks are designed for nationwide use, they should be provided with more variety in activities and exercises through multiple intelligences to be more consistent with different learners' needs, potentials, uniqueness, and learning styles.

The results of the study indicated that in the second language classrooms, it is possible to motivate learners by activating multiple ways of meaning-making through the use of tasks relating to the different intelligences. Providing a variety of language activities that stimulate the different tools or intelligences proposed by Gardner (1999) make it possible to engage multiple memory pathways necessary to produce sustained deep learning. Gardner (1993) argued that "it is not a question of addressing all the individual MI profiles of each learner in every language class but of offering a balanced approach where different windows on the same concept are incorporated" (p.204).

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